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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	If you go down to the woods today?	Crumbs! What's on Fire?	Space Explorers!	Our World	What grows in my garden?	Amazing Creatures
	• Shows an interest in the lives of people who are familiar to them • Remembers and talks about significant events in their own experience	• Recognises and describes special times or events for family or friends			• Can talk about past and present events in their own lives and in the lives of family members	• Can talk about past and present events in their own lives and in the lives of family members
Year 1 National Curriculum	**Animal Picnic & Black History Month**	**Woodland adventure**	**Litter Detectives**	**An African Village**	**Black Rock's Tower**	**Moving Toys**
	• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods					• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (toys, inventions) • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Toy inventors and designers to add to timelines - Louis Braille, Frank Hornby, Erno Rubik, Lego inventor, Lonnie Johnson)
Year 1 Skills	• I can distinguish between past and present • I can recount events that have happened within living memory and that have had significance locally and nationally. • I know about lives of significant individuals in the past and the achievements they have made					• I can recount changes in my own life over time • I can sequence 3 or 4 events or objects in chronological order using an object/picture timeline • I can distinguish between past and present • I can recount events that have happened within living memory and that have had significance locally and nationally. • I know about lives of significant individuals in the past and the achievements they have made

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						• I can distinguish between factual accounts and fictional stories • I look at pictures and ask 'which things are old and which are new?' • I look at pictures from the past and ask "what were they doing?" • I write simple sentences about objects, people and events. • I write or role play simple stories and recounts about the past
Year 2 National Curriculum	What impact can I have on my world? & Black History Month	Fairy Tale Garden	Rainforest Adventure	Great Fire of London	What is it like at the seaside?	Brunel's Bristol
	• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			**Pepys** • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**Grace Darling** • the lives of significant individuals in the past who have contributed to national and international achievements. This can be used to compare life in different periods.	**Brunel** • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality.
Year 2 Skills	• I can distinguish between past and present • I can recount events that have happened within living memory and that have had significance locally and nationally. • I know about lives of significant individuals in the past and the achievements they have made			• I have used information to identify similarities and differences between different ways of life in different time periods • I can recount the main events from a significant event in history using descriptive sentences and time related language • I know about the lives of significant individuals in the past and their contribution to national and international achievements • I can sequence artefacts closer together in a time sequence	• I know about the lives of significant individuals in the past and their contribution to national and international achievements • I can recount the main events from a sig event in history • I can compare pictures/photos of people or events in the past • I can identify different ways to represent the past (e.g. pictures, plays, films, written accounts and stories) • I ask "what was it like for people in the past" and use information to help me answer the question	• I know about lives of significant individuals in the past and the achievements they have made • I write simple sentences about objects, people and events. • I write or role play simple stories and recounts about the past • I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) • I draw labelled diagrams about people, events and objects from the past. • I answer questions about events using 'before and 'after' to describe when something happened

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				using timelines marked with a significant date. • I ask "what was it like for people in the past" and use information to help me answer the question • I ask "how long ago did an event happen?"	• I ask "how long ago did an event happen?"	• I look at objects from the past and ask • I look at pictures/objects from the past and ask 'which things are old and which are new?', "what were they doing?", "what are they used for?"
Year 3 National Curriculum	**Incredible Iron Man & Black History Month**	**Woodland Wonders**	**How Does your Garden Grow?**	**Exciting Egypt**	**The Rhythm of the Rain**	**Revolting Romans**
				• Develop a chronologically secure knowledge of Ancient Egypt within world history. • Understand how knowledge of the past is constructed from a range of sources. • Compare Ancient Egyptian civilisation with life today, including leadership, religion and beliefs. • Understand how historians use artifacts, monuments and written records to learn about the past • Develop an understanding of similarities and differences between ancient civilisations and modern societies		• Study Roman Empire and its impact on Britain including historical events such as Boudicca's resistence • Develop chronological understanding of British history. • Devise historically valid questions about change, cause and significance. • Construct informed responses using historical evidence.
Year 3 Skills				• Use timelines to place Ancient Egypt chronologically. • Use primary and secondary sources to answer questions. • Describe similarities, differences between Ancient Egypt and modern life • Ask and answer questions about daily life in Ancient Egypt • Use historical vocabulary in discussion and writing • Communicate historical understanding orally and in writing.		• Sequence key Roman events such as the Roman invasion, resistance and Romanisation of Britain • Compare Roman Britain with modern Britain. • Use a range of historical sources to answer questions • Identify different interpretations of the past. • Explore the significance of the Roman legacy in Britain today

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Year 4 National Curriculum	**Wonderful Whales & Black History Month**	**Good Vibrations (not linked to English)**	**The Battle for the Kingdom**	**Into the Woods**	**Global Food**	**Aqua Adventures**
			• Explore Britain's settlement by Anglo-Saxons and Scots. • Study Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Understand chronology, cause, consequence and significance. • Investigate different leaders during these times, and the impact they had on their society			
Year 4 Skills			• Place events on a timeline. • Use evidence to reconstruct life in the past. • Identify cause and effect. • Compare live in Anglo-Saxon and Viking times – how is this different to modern times • Use historical terms: invasion, settlement, kingdom and monarchy			
Year 5 National Curriculum	**Space: The Final Frontier & Black History Month**	**Running Like Clockwork**	**Visionary Victorians in Brilliant Bristol**	**Outrageous Olympians**	**Survival Adventures**	**It's a Small World**
			• Study an aspect of British history (beyond 1066) • Investigation how national events are reflected in our local area • Understand the impact on industrialization and social change • Explore significant individuals, inventions and developments from the Victorian era		• Study Ancient Greece and its achievements i.e. architecture and culture • Understand the impact of Ancient Greece on the wider world i.e. democracy • Investigate the lasting influence of Ancient Greece on modern society • Develop understanding of the concept of civilisation	

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Year 5 Skills			• Sequence events using period labels. • Compare life in Victorian England to now • Analyse causes and consequences of social and technological change. • Compare experiences of different groups within Victorian society • Use evidence to develop reasoned historical explanations		• Place Ancient Greece within a road chronological framework • Use a range of sources to investigate Greek civilization • Compare ancient Greece with modern Britain • Explain the significance of Greek achievements and ideas • Analyse how Ancient Greece continues to influence the modern world • Evaluate different historical accounts and interpretations • Use evidence o justify opinions and conclusions	
Year 6 National Curriculum	**Ancient Civilisation: Stone Age to Iron Age & Black History Month**	**Mind, Body & Soul**	**Blitz, Blackout & Beyond**	**Benin: Beauty and Bravery**	**Out in the cold**	**Darwin's Discoveries**
	• Study changes in Britain from the Stone Age to the Iron Age • Understand how prehistoric Britain changed over time • Investigate developments in technology, farming, settlement and belief systems • Understand how archaeologists use evidence to construct knowledge of prehistory • Develop understanding of continuity and change throughout British history		• Study a significant turning point in British history beyond 1066 • Investigate the causes and consequences of World War II • Explore the impact of war on Britain and the local area • Understand the experiences of different groups during wartime • Examine how World War II shaped modern Britain	• Study the Kingdom of Benin as a non-European society that contrasts with British history • Investigate Benin's political structure, culture, trade and achievements • Understand the significance of the Benin Kingdom in African history • Compare Benin with Britain during a similar period • Explore how historians use artefacts and evidence to understand the Benin Kingdom		
Year 6 Skills	• Place the Stone, Bronze and Iron Ages within a chronological framework • Use archaeological evidence to draw conclusions about prehistoric life • Evaluate the reliability and usefulness of evidence • Analyse changes and developments across the prehistoric period • Compare prehistoric life with later periods studied		• Sequence key wartime events • Analyse causes and consequences of World War I|I • Use primary and secondary sources to investigate experiences of wartime Britain • Compare different viewpoints and interpretations • Evaluate the reliability of historical sources • Explain the significance of World War II in British history	• Place the Benin Kingdom within a chronological framework • Compare Benin society with Britain during the same period • Investigate historical evidence including artefacts and artwork • Identify similarities and differences between societies • Explain the significance of trade, leadership and culture in Benin • Challenge misconceptions using historical evidence to present		

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			• Develop balanced historical arguments using evidence	informed conclusions based on historical enquiry		